

**THE ANALYSIS OF TEACHERS' STRATEGIES
FOR VOCABULARY AT SDN BAKALAN II KAPAS**

SKRIPSI



Presented to IKIP PGRI Bojonegoro in partial fulfillment of requirements for the degree of
Sarjana in the English Education Study Program

By:
Vera Lutviya Sari
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ART EDUCATION
IKIP PGRI BOJONEGORO
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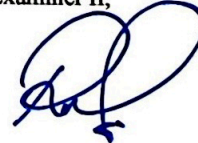
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I solemnly declare that the undergraduate thesis that I have written is really my own writing and does not constitute plagiarism either in part or in whole.

If in the future, it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provisions.

Bojonegoro, 15 July 2024



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ABSTRACT

Sari, Vera Lutviya. 2024. The Analysis of Teachers' Strategies for Vocabulary at SDN Bakalan II Kapas. Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M .Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: Teaching Strategy, Vocabulary

Vocabulary is the set of words that people understand and can use correctly. Someone must have sufficient vocabulary to read and write the right words and understand what is spoken and heard so others can understand that. Vocabulary is the most important thing while learning a language. For students to be able to use language in conversations, learning and memorizing vocabulary is an important aspect of language learning. teachers' strategies is the most important techniques in teaching vocabulary. Teaching strategies refer to the methods used to help students learn desired course content and be able to develop achievable future goals. In teaching English, especially vocabulary, teachers need to be creative in their choice of materials and be able to attract students' attention. Teachers need to operate several strategies to support the learning and teaching process. This study uses a qualitative approach. Researcher will focus on teacher strategies and how to implement these strategies in teaching English vocabulary in the classroom. This study focuses on 3 teachers based on the length of teaching experience at SDN Baklan II Kapas. In this study researcher collected data by means of direct interviews with teachers at SDN Bakalan II Kapas. The results of this study show that teachers use several strategies, namely dictionaries, pictures, games, drills, and collaborative learning. These strategies are chosen by teachers based on students' ability to improve their English vocabulary.

ABSTRAK

Sari, Vera Lutviya. 2024. The Analysis of Teachers' Strategies for Vocabulary at SDN Bakalan II Kapas. Skripsi, English Education Study Program, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Meiga Ratih Tirtanawati, M.Pd., (II) Chyntia Heru Woro Prastiwi, M.Pd.

Keyword: Strategi Pembelajaran, Kosa kata

Kosakata adalah sekumpulan kata yang dimengerti dan dapat digunakan dengan benar. Seseorang harus memiliki kosakata yang cukup untuk membaca dan menulis kata-kata yang tepat dan memahami apa yang diucapkan dan didengar orang lain. Kosakata adalah hal yang paling penting dalam belajar bahasa. Agar siswa dapat menggunakan bahasa dalam percakapan, mempelajari dan menghafal kosakata merupakan aspek penting dalam pembelajaran bahasa. Strategi guru adalah teknik yang paling penting dalam mengajarkan kosakata. Strategi pengajaran mengacu pada metode yang digunakan untuk membantu siswa mempelajari materi pelajaran yang diinginkan dan dapat mengembangkan tujuan yang dapat dicapai di masa depan. Dalam mengajar bahasa Inggris, khususnya kosakata, guru harus kreatif dalam memilih materi dan mampu menarik perhatian siswa. Guru perlu menjalankan beberapa strategi untuk mendukung proses belajar dan mengajar. Penelitian ini menggunakan pendekatan kualitatif. peneliti akan berfokus pada strategi guru dan bagaimana menerapkan strategi tersebut dalam mengajarkan kosakata bahasa Inggris di kelas. penelitian ini berfokus pada 3 orang guru berdasarkan lamanya pengalaman mengajar di SDN Bakalan II Kapas. pada penelitian ini peneliti mengumpulkan data dengan cara wawancara langsung dengan guru di SDN Bakalan II Kapas. Hasil dari penelitian ini menunjukkan bahwa guru menggunakan beberapa strategi yaitu kamus, gambar, permainan, latihan dan pembelajaran kolaboratif.

MOTTO

*“Masa depan kita gemilang, the future is yours, do your best, berbuat yang baik,
jangan sakiti orang”*

(Prabowo Subianto)

DEDICATION

Bismillahirrahmanirrahim

Praise to be Allah SWT for His grace and guidance. So that the researcher can complete this thesis with patience and all its shortcomings, the success of this thesis is certainly inseparable from the support and assistance of many parties.

Therefore this thesis the researcher dedicates to:

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May Allah give good rewards to all. For the sake of further improvement, suggestions and constructive criticism will be gladly received by the author. Finally, only to Allah, the author submits everything, hopefully it will be useful. Finally, only to Allah, the author submits everything, hopefully it will be useful, especially for the author in general and for all of us.

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The Researcher



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TABLE OF CONTENT

TITLE PAGE.....	i
APPROVAL SHEET.....	ii
LEGITIMATION.....	iii
STATEMENT OF AUTHENTICITY.....	iv
ABSTRACT.....	v
ABSTRAK.....	vi
MOTTO.....	vii
DEDICATION.....	viii
ACKNOWLEDGMENT.....	x
TABLE OF CONTENT.....	xii
LIST OF TABLES.....	xiv
LIST OF APPENDIXES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Research Problems.....	4
C. Research Objectives.....	4
D. Significances of the Study.....	4
E. Definition of Key Terms.....	5
CHAPTER II LITERATURE REVIEW.....	7
A. Theoretical Background.....	7
B. Review of Related Study.....	14
C. Theoretical Framework.....	18
CHAPTER III RESEARCH METHODOLOGY.....	19
A. Research Approach.....	19
B. Place and Time of the Research.....	20
C. Data and Source of Data.....	20
D. Technique of Collecting Data.....	21
E. Technique of Analysis Data.....	22
F. Data Validation Techniques.....	24
CHAPTER IV FINDINGS AND DISCUSSIONS.....	26
A. Findings.....	26
B. Discussion.....	32
CHAPTER V CONCLUSION AND SUGESTION.....	35
A. Conclusion.....	35

B. Suggestion.....	35
REFERENCES.....	37
APPENDICES.....	40

LIST OF TABLES

Table 4. 1 The Educational Background of Teachers.....	28
Table 4. 2 The Curriculum.....	29
Table 4. 3 The Vocabulary Material.....	29
Table 4. 4 The Media for Teaching Vocabulary.....	30
Table 4. 5 The Strategies in Teaching English Vocabulary.....	31

LIST OF APPENDIXES

Appendix 1 Interview Sheet.....	41
Appendix 2 The Result of The Interview Sheet.....	42
Appendix 3 Students Questionnaire Checklist.....	48
Appendix 4 The Result of Students Questionnaire Checklist.....	49
Appendix 5 Documentation of Teacher Interviews.....	81
Appendix 6 Documentation of Students Questionnaire Checklist.....	83

CHAPTER I

INTRODUCTION

This chapter presents a description of the background of the study, the research problem, the research objectives, the significance of the study, and the definition of key terms.

A. Background of the Study

Vocabulary is the most important thing while learning a language. For students to be able to use language in conversations, learning and memorizing vocabulary is an important aspect of language learning. Vocabulary is the most important thing in learning a language in class (Pramesti, 2023). Vocabulary contributes to learners performing their skills better (Muslimah et al., 2022). Therefore, vocabularies are significant in language learning.

It would be easier to learn a language if students have a large enough vocabulary, and many scientific investigations show that vocabulary size is an accurate indicator of language mastery. Additionally, there is an obvious correlation and successful language learning efforts in all aspects of speaking, listening, writing, and reading. The vocabulary size of non-native speakers is usually determined using words from a frequency list, while the vocabulary sizes of native speakers are typically measured using words from big dictionaries.

Vocabulary is the set of words that people understand and can use correctly. Someone must have sufficient vocabulary to read and write the right words and understand what is spoken and heard that could be

understood by others.

Vocabulary is the basis for language skills, namely, listening, speaking, reading, and writing (Afzal, 2019). Vocabulary is very important for beginner learners they have started to learn vocabulary since elementary school. The students learn about 4 skills such as writing, listening, reading, and speaking. They learn about 3 components such as vocabulary, grammar, and pronunciation.

In teaching vocabulary, the strategy, teaching method, materials, and technique are the key points. But among them, the teacher's strategies are the most important. Teaching strategies refer to the methods used to help students learn desired course content and be able to develop achievable future goals. According to Lawton (2018, cited in Sarode, 2018), a teaching strategy is a generalized plan for a lesson(s) that includes the structure of desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. However, most teachers at school have difficulty when teaching vocabulary. Because the teacher not only gives students vocabulary to memorize but also how the teacher applies appropriate vocabulary teaching strategies. So that students can remember this vocabulary for a long time.

The researcher chose SDN Bakalan II Kapas because the researcher is interested in how vocabulary is taught in the classroom. It turns out that many students struggle with learning vocabulary because they do not have the words they need or are too embarrassed to tell their teacher if they do not understand something. Lack of vocabulary will make it difficult for

students to understand what is being said and prevent them from becoming fluent in the language. The researcher wants to know how teachers implement the strategy in learning English vocabulary. In teaching English, especially vocabulary, teachers need to be creative in their choice of materials and be able to attract student's attention. Teachers need to operate several strategies to support the learning and teaching process. Teaching English to Elementary school is different from teaching English to Senior High School learners. They are often more active, adaptable, and enthusiastic than adults. Elementary school students still love to play, therefore teachers are required to be creative and imaginative when developing teaching strategies to make English classes more exciting.

Teachers have to include interactive media, including games and pictures in their lessons. It has been demonstrated that interactive media has a significant impact on students' motivations and involvement in vocabulary learning processes. There were eight techniques for teaching vocabulary: repetition, pictures, pronunciation drills, modeling and demonstration, clues, games, questions-answer, and read-aloud (Puspitasari, 2014). The study concluded that teachers should employ productive techniques to help students improve their vocabulary, and these techniques should be enjoyable, hopeful, and inspiring. There were several strategies used by teachers in teaching vocabulary such as memorizing, translating, singing a song, and playing a game (Amalisa & Rozimela, 2021).

The researcher is interested in researching teachers' strategies for teaching English vocabulary considering the background information

provided above. It focuses on teachers' efforts to make sure students understand the material they are learning as well as the strategies they use to help students in improving their vocabulary.

B. Research Problems

Based on the background of the research, the researcher formulates some research problems:

1. What are the teachers' strategies for English vocabulary at SDN Bakalan II Kapas?
2. How do teachers implement these strategies for English vocabulary at SDN Bakalan II Kapas?

C. Research Objectives

The objectives of the study are:

1. To find out the strategies used by teachers in teaching English vocabulary at SDN Bakalan II Kapas.
2. To find out how teachers implement these strategies in teaching English vocabulary at SDN Bakalan II Kapas.

D. Significances of the Study

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

1. Theoretical Benefit

The research findings will give information based on the teacher's strategies in teaching English vocabulary. This study's conclusions provide a beneficial description for any further studies that want to analyze the same case, making it an important resource

of knowledge and a useful reference for the next study.

2. Practical Benefit

a. Researchers

The findings of the research gave the researcher crucial information about the problems experienced by English teachers and the strategies they used to help their students' vocabulary improve. It additionally has the goal that the findings of the study will give the researchers beneficial knowledge for when they finally become English teachers.

b. Teachers

The findings of this study will be beneficial to other teachers in teaching the vocabulary learning process, so the teacher can conduct the activity in the teaching-learning process to become more fun, interesting, and effective.

E. Definition of Key Terms

Knowing the key terms makes it easier for readers and other researchers to understand this study. The following key terms such as vocabulary and teaching strategy.

a. Teacher Strategy

Teaching strategies are ways used to help students learn the right course content and develop achievable goals for the future (Sarode, 2018). A teaching strategy is a plan, method, or series of activities designed to achieve a specific educational goal (Richards & Rodgers, 1986). So, teaching strategy is an activity or technique employed by teachers to

achieve the goals they have in applying the learning process. It focuses on teachers' efforts to help students understand the information they are learning and the methods they use to improve students' vocabulary.

b. Vocabulary

Barotova (2000) vocabulary is the set of lexical items in a language. Moeller et al., (2009) vocabulary is central to the learning and teaching of language because it provides learners access to all types of oral and written communication, including music, literature, and content knowledge. From the definition, we can conclude that vocabulary is a list of words with their meaning that a person knows and uses to communicate in a particular language. In this study, vocabulary is used as a language component to be analyzed and the teacher strategy in teaching vocabulary at SDN Bakalan II Kapas will be analyzed.